

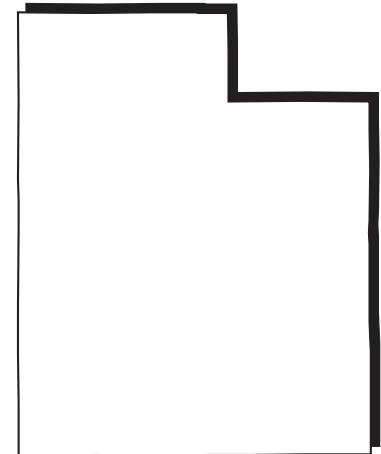
textbook alignment to the

Utah

Core Curriculum

U.S. History II

McDougal Littell
The AMERICANS
Reconstruction to the 21st Century



Textbook Alignment to the Utah Core –U.S. History II

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No X

Name of Company and Individual Conducting Alignment: McDougal Littell and Paul R. Lester

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. History II Core Curriculum

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Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will expand their knowledge of pre-Reconstruction America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.1: Examine the American colonial experience.				
a.	Identify reasons for the establishment of colonies in America.	SE/TE: 14–20, 21–30, 42–43 Add'l TE: 1c, 1d		
b.	Examine the rise of American culture in the New England, Middle, and Southern colonies.	SE/TE: 21–30, 31–41, 42–43, 64–65 Add'l TE: 1c, 1d		
Objective 1.2: Investigate the development of the United States government, its institutions, and its politics.				
a.	Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause.	SE/TE: 34, 35, 36, 52–53, 54–57, 66–71, 76, 77, 80–81, 82–83, 88–90, 91, 93, 128–129 Add'l TE: 44c		
b.	Analyze the Constitution’s creation and impact on the new United States.	SE/TE: 66–71, 72–73, 74–79, 80–81, 82–103, 104–105, 106–107, 108–109, 112–114, 118–119, 128 Add'l TE: 44c		
c.	Trace the development of American government and politics from the Federalist period through Jacksonian democracy.	SE/TE: 74–79, 80–81, 112–117, 118–119, 120-127, 128, 152–153 Add'l TE: 110c, 110d		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877.				
a.	Trace the United States' expansion and growth from the Atlantic to the Pacific.	SE/TE: 77, 114, 115, 116–117, 123–126, 127, 130–138, 150–151, 152–153, 202–211, 212–213, 214–218, 224–225, 428, 888, A28–A29 Add'l TE: 110c, 110d		
b.	Recognize the sectional differences that developed during the antebellum period.	SE/TE: 77, 118–119, 120, 121, 122, 127, 128–129, 145–146, 149, 152–153, 156–165, 166–167 Add'l TE: 154c, 154d		
c.	Evaluate the causes, course, and consequences of the Civil War.	SE/TE: 168–174, 175–183, 190–191, 260 Add'l TE: 154c, 154d		
d.	Analyze the successes and failures of the Reconstruction period following the Civil War.	SE/TE: 184–189, 190–191 Add'l TE: 154c, 154d		
e.	Examine the United States' policies relating to American Indians.	SE/TE: 124–125, 127, 131–133, 150–151, 202–208, 225, 428 Add'l TE: 199d		

STANDARD II: Students will understand how the growth of industry changed the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.				
a.	Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.	SE/TE: 121, 140–142, 178, 196, 217, 231–233, 264, 276–277, 279–281, 284, 299, 314, 422–425 Add'l TE: 216, 309, 343		
b.	Explain the expansion of transportation and communication in the United States following the Civil War.	SE/TE: 140–141, 196, 209, 214–215, 232, 233, 236–240, 264, 276, 277, 279–281, 294–295, 314 Add'l TE: 307, 309		
c.	Determine the impact of industrialization on the American economy and society.	SE/TE: 139–142, 196, 230–233, 234–235, 236–240, 241–249, 262–263 Add'l TE: 227c		
d.	Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.	SE/TE: 139–142, 237–238, 296–297		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i>
Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.				
a.	Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.	SE/TE: 140, 238, 240, 241–242, 243–244, 308, 309, 326 Add'l TE: 141, 227d, 235		
b.	Evaluate the growth and influences of monopolies and trusts on capitalism.	SE/TE: 240, 242, 243–244, 308, 326		
Objective 2.3: Assess how the growth of industry affected the movement of people into and within the United States.				
a.	Determine the demographic changes in population from the 1890s to the present.	SE/TE: 193, 254–259, 261, 262–263, 288–289, 393–394, 414–417, 423–424, 428, 434–436, 442, 452–453, 473, 474, 506, 518, 591, 592, 635, 643–644, 646, 650–651, 660–661, 662, 684–685, 691, 718, 768–769, 841, 844, 846–847, 882–886, 888–889, 900–901, 909, 912 Add'l TE: 251c, 251d, 277, 501, 690, 760, 857d		
b.	Investigate the influences that affected various immigrant groups entering the United States.	SE/TE: 193, 254–259, 261, 262–263, 288–289, 428, 888–889, 900 Add'l TE: 5, 251d, 277		
c.	Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.	SE/TE: 215, 237, 244–245, 248–249, 288–289, 306, 308–309, 310–311, 313–314, 321, 428 Add'l TE: 227c, 255, 264, 273c		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.4: Investigate the challenges presented to urban inhabitants.				
a.	Identify how American cities spawned American architecture.	SE/TE: 276–279, 336		
b.	Examine living conditions in tenements.	SE/TE: 262, 264–265		
c.	Compare the attitudes of Social Darwinism with those of Social Gospel believers.	SE/TE: 242–243, 266, 307, 344		

STANDARD III: Students will recognize how social reform occurred at the turn of the century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.1: Investigate reform movements and their prominent leaders.				
a.	Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party.	SE/TE: 218, 219–223, 238–240, 263		
b.	Analyze the growth and influence of political machines; e.g., muckrakers, Progressives.	SE/TE: 266, 267–271, 306–312, 313, 314–316, 317–320, 322–325, 326–327, 328–331, 332–337 Add'l TE: 303d		
c.	Investigate the emerging civil rights movements for women and African Americans.	SE/TE: 64, 65, 105, 284–285, 286–288, 290–291, 313–316, 324–325, 332, 334–337 Add'l TE: 100, 101, 303c, 724		
Objective 3.2: Assess the growth and development of labor unions and their key leaders.				
a.	Trace the development of national labor unions.	SE/TE: 244–249, 333		
b.	Determine the impact of collective bargaining.	SE/TE: 245–246, 320		
c.	Analyze the development of socialism in the United States.	SE/TE: 246, 248, 308, 330–331		

STANDARD IV: Students will understand how war affected the early 20 th century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War.				
a.	Determine the economic, social, and military affects of United States imperialism.	SE/TE: 344–345, 350–351, 352–358, 359–365, 366–367, 404 Add'l TE: 339c, 349, 373		
b.	Examine the causes, course, and consequences of the Spanish-American War.	SE/TE: 346–351, 352–355, 404, 405 Add'l TE: 339d, 356, 373		
c.	Assess how America’s imperialism altered relationships with the Far East and Latin America.	SE/TE: 350–351, 352–358, 359–365, 404 Add'l TE: 349		
Objective 4.2: Examine how World War I affected the military and the home front of the United States.				
a.	Identify major causes of World War I and the United States’ involvement and influence in the war; e.g., Wilson’s Fourteen Points, the Versailles Treaty.	SE/TE: 372–380, 381–387, 398–403, 404, 405 Add'l TE: 369c, 369d		
b.	Determine the reasons the United States Senate refused to join the League of Nations.	SE/TE: 401–402		
c.	Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.	SE/TE: 381–383, 388–395, 396–397, 403, 412–418, 419–420 Add'l TE: 409d		

STANDARD V: Students will understand how Americans reacted to rapid social change during the 1920s.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 5.1: Analyze how the United States coped with rapid economic and technological advances.				
a.	Investigate how mass media affected American society.	SE/TE: 425–426, 446, 447–451		
b.	Assess how new inventions and consumerism influenced daily life.	SE/TE: 422–427, 447–458, 450, 466		
c.	Explain how the automobile affected the business and landscape of America.	SE/TE: 422, 423–424		
Objective 5.2: Examine the experiences of black Americans and women in the early 20 th century.				
a.	Account for the sudden growth of black consciousness.	SE/TE: 392–394, 403, 452–457, 458, 459 Add'l TE: 431d		
b.	Describe the changes in women’s attitudes and roles in society.	SE/TE: 64, 105, 394, 403, 425, 440–443, 444–445		

STANDARD VI: Students will understand how the Great Depression and the New Deal affected the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 6.1: Investigate the impact of the Great Depression on the United States.				
a.	Analyze the major causes of the Great Depression.	SE/TE: 426–427, 464–471		
b.	Examine the social effects of the Great Depression.	SE/TE: 464, 469–471, 472–477, 478, 480, 510–514 Add'l TE: 461d, 468, 479, 485d		
Objective 6.2: Analyze the long-term effects of the New Deal on the United States.				
a.	Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics.	SE/TE: 488-494, 495–501, 502–503, 504–509, 512–513, 514, 515–519, 520-521 Add'l TE: 485d		
b.	Investigate the shift of power from state to federal government.	SE/TE: 488–493, 496, 498–501, 502–503, 515–519		

STANDARD VII: Students will understand the causes, course, and consequences of the United States’ role in World War II.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII:_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 7.1: Determine how America shifted from isolationism to intervention.				
a.	Analyze the factors that led to militarism and fascist aggression in the world.	SE/TE: 528–535, 536–541, 542–549, 551, 553, 554–557 Add'l TE: 461c, 471, 525c, 525d		
b.	Determine how the attack on Pearl Harbor forced the United States out of isolationism.	SE/TE: 404, 554–557		
c.	Examine how the alliance systems led the United States into World War II.	SE/TE: 405, 550–554, 557		
d.	Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.	SE/TE: 569–577, 578–587		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 7.2: Examine the impact World War II had on the American home front.				
a.	Identify the impact of World War II on minority groups in America.	SE/TE: 564, 565–566, 573, 579, 590, 591, 592–595, 596–597, 889		
b.	Examine the role women played in the wartime workforce.	SE/TE: 563, 565, 591, 592 Add'l TE: 559c, 559d		
c.	Trace American mobilization for war.	SE/TE: 550–554, 557, 562–568 Add'l TE: 559c, 559d		
Objective 7.3: Evaluate how the rules and weapons of war changed during World War II.				
a.	Assess how the war expanded beyond military targets to civilian centers.	SE/TE: 540–541, 571, 579, 583–585		
b.	Evaluate how technology changed the weapons used in World War II and introduced the atomic age.	SE/TE: 539, 553, 567, 583–591, 588–589 Add'l TE: 572		

STANDARD VIII: Students will understand the United States’ domestic and international position in the Cold War era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world.				
a.	Analyze the organization and operation of the United Nations.	SE/TE: 585, 586, 603, 611, 625 Add'l TE: 399, 401, 613, 863		
b.	Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union’s reaction.	SE/TE: 405, 585–586, 602–608, 624, 625–626, 677–678 Add'l TE: 599d		
c.	Examine the world’s reaction to nuclear weapons.	SE/TE: 622–623, 628–629, 673, 674–676, 678, 801, 815, 849 Add'l TE: 626		
Objective 8.2: Analyze the Cold War ideology of the United States’ involvement in Asia.				
a.	Explain America’s reaction to the fall of China to Communism under Mao Zedong.\	SE/TE: 609–611, 616 Add'l TE: 731		
b.	Trace American and United Nations involvement in the Korean police action.	SE/TE: 609, 611–615		
c.	Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh.	SE/TE: 688, 730–735 Add'l TE: 537, 612, 613, 727c		
d.	Investigate how the Vietnam War changed the nature of warfare.	SE/TE: 733, 738–739, 755, 761 Add'l TE: 613, 735		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States.				
a.	Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon.	SE/TE: 670–678, 679–683, 686–693, 730–732, 734–735, 736–737, 740–741, 747, 749–750, 754–761, 794–801, 802–807 Add'l TE: 92, 119, 791c, 791d		
b.	Analyze the Great Society programs aimed at ending poverty.	SE/TE: 686, 688, 689–691, 692, 693, 741, 908–909, 910–911, 912–913		
c.	Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government.	SE/TE: 616–621, 802–807, 910–911 Add'l TE: 92, 119, 791c, 791d		
d.	Trace the development of space exploration.	SE/TE: 589, 626, 679–680, 681, 796, 841, 879 Add'l TE: 667d		
Objective 4: Investigate the end of the Cold War and examine America's role in the changing world.				
a.	Compare differing American reactions to overseas military involvement.	SE/TE: 374, 851–855, 863–864 Add'l TE: 362		
b.	Trace the events that resulted in the breakup of the USSR.	SE/TE: 848–850		
c.	Examine the superpower status of the United States in the World.	SE/TE: 863–864, 866–867, 898–899		

STANDARD IX: The students will understand the emergence and development of the human rights and culture in the modern era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 9.1: Analyze how the civil rights movement affected United States society.				
a.	Identify the causes and consequences of civil rights legislation and court decisions.	SE/TE: 104, 129, 196, 197, 291, 429, 637–638, 640, 687, 688, 690, 700–701, 702–704, 708–709, 714–716, 722–723, 774–775, 797–798, 814, 818–189, 831, 836, 843, 844, 904–905 Add'l TE: 99, 128, 185, 287, 697c, 697d, 837		
b.	Investigate the fight for the political, economic, and social equality of women.	SE/TE: 56, 64–65, 148–149, 195, 429, 563, 644–645, 722, 725, 776–780, 819, 842–843, 844, 874–875, 905, 914–915 Add'l TE: 64, 99, 724, 765c, 836, 853, 854		
c.	Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.	SE/TE: 196, 291, 637–638, 640, 671, 682, 700–707, 708–709, 710–716, 717–723, 724–725, 843 Add'l TE: 99, 697c, 697d		
d.	Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.	SE/TE: 124, 429, 662–663, 725, 768–773, 819, 844, 887 Add'l TE: 99, 207, 765c		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 9.2: Analyze the impact of the counter- culture since the 1960s.				
a.	Trace the development of the counter-culture from the anti-Vietnam movement.	SE/TE: 741, 744–747, 749–752, 756–757, 781–785, 786–787 Add'l TE: 765c, 765d		
b.	Assess the development of mass media as the voice of the counter-culture.	SE/TE: 749–750, 752, 783–784, 786–787 Add'l TE: 765d		
c.	Examine the impact of drugs on the counter-culture and the United States.	SE/TE: 782, 841, 902–903 Add'l TE: 840		

STANDARD X: The students will understand economic and political changes in contemporary America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 10.1: Analyze the economy of the contemporary United States.				
a.	Examine the effects of economics on modern society.	SE/TE: 47, 140, 217, 284, 297, 333, 429, 468, 642, 814, 862, 864, 869–873, 910–911, 912–913, 914–195, R38–R47 Add'l TE: 7, 244, 428, 467, 480, 481, 647, 648, 813		
b.	Trace the development of computers and the Internet and their impact on American business and globalization.	SE/TE: 140–141, 284, 297, 429, 468, 870, 871, 872, 876–881, 906–907 Add'l TE: 244, 428, 467, 814		
Objective 10.2: Determine how politics was changed by the end of the Cold War.				
a.	Examine the “Reagan Revolution,” its goals, success, and failures.	SE/TE: 830–833, 834–837, 839–841, 851–853 Add'l TE: 827c, 827d		
b.	Determine the impact of environmentalism on the United States.	SE/TE: 235, 323, 646, 690, 691, 820–825, 837, 868, 873, 916–917 Add'l TE: 765c		
c.	Analyze the impact of international terrorism on the United States	SE/TE: 862–863, 868, 894–897, 903 Add'l TE: 815		